

Content Emphasized in Grade 2



In *Everyday Mathematics*, children develop a broad background by learning concepts and skills in all these six content strands. The second-grade program emphasizes the following content.

Number and Numeration

Counting; reading and writing numbers; identifying place value; comparing numbers; working with fractions; using money to develop place value and decimal concepts

Operations and Computation

Recalling addition and subtraction facts; exploring fact families (related addition and subtraction facts, such as $2 + 5 = 7$, $5 + 2 = 7$, $7 - 5 = 2$, and $7 - 2 = 5$); adding and subtracting with tens and hundreds; beginning multiplication and division; exchanging money amounts

Data and Chance

Collecting, organizing, and displaying data using tables, charts, and graphs

Measurement and Reference Frames

Using tools to measure length, weight, capacity, and volume; using U.S. customary and metric measurement units, such as feet, centimeters, ounces, and grams; using clocks, calendars, timelines, thermometers, and number lines

Geometry

Exploring 2-dimensional and 3-dimensional shapes

Patterns, Functions, and Algebra

Exploring number patterns, rules for number sequences, relations between numbers, and attributes

For a lesson-by-lesson view of the way children learn this content, see the Grade 2 Content by Strand Poster.

Do-Anytime Activities for Grade 2



These activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

Unit 1	<ul style="list-style-type: none"> ♦ Ask your child to count by certain intervals. For example, "Start at zero and count by 4s." ♦ Use the family calendar to discuss the number of months in a year, weeks in a month, and days in a week. Count how many days, weeks, or months there are until a special event, such as a birthday, holiday, party, or picnic.
Unit 2	<ul style="list-style-type: none"> ♦ Practice turn-around facts with your child such as $6 + 4 = ?$ Then try $4 + 6 = ?$ Take turns creating turn-around facts and quizzing each other. ♦ Roll two dice and practice addition and subtraction by adding or subtracting the two numbers. Alternate turns with your child and have him or her check your answers.
Unit 3	<ul style="list-style-type: none"> ♦ Gather a handful of coins with a value less than \$2. Have your child calculate the total value. ♦ Ask the time throughout the day. Encourage alternate ways of naming time, such as <i>half past two</i> for 2:30.
Unit 4	<ul style="list-style-type: none"> ♦ Make up number stories involving estimation. For example, pretend that your child has \$2.00 and wants to buy a pencil that is marked \$0.64, a tablet marked \$0.98, and an eraser marked \$0.29. Help your child estimate the total cost of the three items (without tax) to determine if there is enough money to buy all three. ♦ Practice addition and subtraction involving multiples of 10 by asking your child "What is $20 + 10$? $40 + 50$? $60 - 20$?"
Unit 5	<ul style="list-style-type: none"> ♦ Look for 2- and 3-dimensional shapes in your home or neighborhood. Name the shapes and discuss their characteristics. ♦ Use household items (toothpicks and marshmallows, straw and twist-ties) to construct and name shapes. Encourage your child to try combining shapes to make other shapes.
Unit 6	<ul style="list-style-type: none"> ♦ Think of two 2-digit numbers and ask your child to estimate the sum. For example $23 + 46 = ?$ (Estimate is $20 + 50 = 70$.) ♦ Think of a theme (such as animals, shopping, or sports). Take turns making up addition and subtraction number stories related to the theme. Share solution strategies.

Unit 7	<ul style="list-style-type: none"> ♦ Try doubling, tripling, and quadrupling small numbers. ♦ Pick three objects in the house that measure less than a foot. Measure them in inches and then in centimeters.
Unit 8	<ul style="list-style-type: none"> ♦ Read a recipe, and discuss the fractions in it. For example, ask "How many $\frac{1}{4}$ cups of sugar would we need to get 1 cup of sugar?" ♦ Have your child compare two fractions and tell which is greater. Ask questions to help your child visualize the fractions, such as "Which would give you more pizza: $\frac{1}{8}$ of a pizza or $\frac{1}{4}$?"
Unit 9	<ul style="list-style-type: none"> ♦ Find containers that hold 1 pint, 1 cup, 1 quart, and 1 gallon. Hold up the pint and ask your child to guess how many cups are in a pint. Fill the pint with water and pour into the cup until it is filled. Check your guess. Now try cups to quart and then quarts to gallon. ♦ Gather a tape measure, yardstick, ruler, cup, gallon container, and scale. Discuss which is the best tool for different measurement situations. For example, ask "What would you use to measure the length of a room?" or "Which would you use to find out how much water the bathtub holds?"
Unit 10	<ul style="list-style-type: none"> ♦ Take out a few dollars and lots of coins. Call out an amount of money, such as \$1.45. Ask your child to show you that amount (for example, 1 dollar bill, 1 quarter, and 2 dimes.) Then prompt your child to show several other ways to represent \$1.45. Play again with a new amount. ♦ Say a dollar amount to your child, such as "two dollars and thirty cents." Ask your child to key in that number on the calculator. Check for the correct placement of the decimal. Make up a few more and then switch roles. When your child calls out an amount, make sure he or she always says "and" for the decimal point.
Unit 11	<ul style="list-style-type: none"> ♦ Practice multiplying numbers by 2, 5, and 10. ♦ Use Fact Triangles to practice multiplication by covering the product. Practice division by covering one of the other numbers.
Unit 12	<ul style="list-style-type: none"> ♦ Practice telling time to 5 minutes by helping your child set an analog clock or watch. Some times for your child to try might be 1:05, 3:15, 5:45, and 7:30. ♦ Say a 3- or 4-digit number and have your child identify the actual value of the digit in each place. For example, in the number 3,587, the value of the 3 is 3,000; the value of the 5 is 500; and so on.